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# PROJECT LAUNCH

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## Linking Actions for Unmet Needs in Children's Health

NEW JERSEY STATEWIDE NETWORK FOR CULTURALCOMPETENCE Annual Conference  
November 9, 2015

“Improving Trauma-Informed Care and Services for Diverse Populations:  
Best and Promising Practices”

# Presenters

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Andrea O'Neal, NJ Project LAUNCH Coordinator

Department of Children and Families - Division of Family & Community Partnerships

Karen Benjamin, Essex LAUNCH Project Director

Essex Pregnancy & Parenting Connection

Rev. Ronda Littleton-Johnson, Essex County Council for Young Children Program Coordinator

Programs for Parents

Krista Zuccheri, Chief Operating Officer

Family Connections

Dr. Manuel Jimenez, Assistant Professor of Pediatrics & Family Medicine and Community Health

Child Health Institute of NJ

Dr. Gerard Costa, Clinical Mentor Director and Senior Lecturer Center for Autism and Early Childhood Mental Health College of Education and Human Services  
Principal Investigator, New Jersey Autism Center of Excellence Coordinating Center

Montclair State University



PROJECT LAUNCH

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## Workshop Objectives

**Objective #1:** Learn how Project LAUNCH and local partners are addressing lifespan trauma in culturally diverse and immigrant families in Essex County through promotion and prevention efforts.

**Objective #2:** Understand how we are coordinating partners to develop an effective feedback loop with direct service providers in Essex County. Integration of systems and high quality services in order to decrease disparities and increase access to care will be addressed.

**Objective #3:** Learn about the services and supports that are available in Essex County. Examples of evidenced-based programs that address trauma and cultural diversity will be provided.

# NJ Project LAUNCH

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Project LAUNCH pays particular attention to the social and emotional development of young children, and works to ensure that the systems that serve young children (including early child care and education, home visiting, and primary care) are equipped to promote and monitor social and emotional development, and intervene to prevent mental, emotional and behavioral disorders in early childhood and into the early elementary grades.



## PROJECT LAUNCH



Long-term goal: For all children to reach social, emotional, behavioral, physical, and cognitive milestones – to thrive in school and beyond

Population of focus: Children from birth to 8

- Funded by the federal Substance Abuse and Mental Health Services Administration (SAMHSA)
- Five-year grants to states, tribes, territories and local communities
- New Jersey Department of Children and Families –was funded in October 2013



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## Framing the Issue

- Children need a safe, supportive environment to grow and learn
- Health disparities are addressed by creating a shared vision among community members
- Mental health is now at the forefront when talking about early childhood development
- Essex County is one of most diverse counties in New Jersey
  - Total population: **795,723** (2014 Census)
  - Approx. 10,534 births per year (2011 New Jersey State Health Assessment Data)
  - % of preterm births in Essex was 11.5 for all compared with 9.9 in NJ (9.7 for White mothers, 13.5 for Black or African American mothers)
  - % of very low birth weight infants in Essex was 2.6 for all compared with 1.7 in NJ (1.0 for White mothers, 3.4 for Black or African American mothers, 3.5 for all other races)
  - 34% of people age 5+ speak a language other than English in the home (2014 Census)



## Reaching Our Goal - Using Three Guiding Principles

### Holistic Perspective

- Wellness means thriving in all developmental domains

### Public Health Approach

- Wellness for the whole population; emphasizes prevention and promotion

### Ecological Framework

- Wellness requires children to be living in safe, supportive homes, schools and communities

# SAMHSA's Project LAUNCH Sites

## Key Characteristics

HOLISTIC PERSPECTIVE | ECOLOGICAL FRAMEWORK | PUBLIC HEALTH APPROACH

FAMILY-CENTERED | CULTURALLY AND LINGUISTICALLY COMPETENT



- **Overarching Goal - Promoting *Young Child Wellness* (to age 8)**
- Public Health Approach with a focus on prevention/promotion (not mental health treatment)
- **5 Required Core Strategies**
  - Screening & Assessment (with valid tools) across settings – primary care, HV, Head Start/EHS, child care, education, child welfare, etc.
  - Integration of behavioral health into primary care settings
  - Home Visiting (HV) - enhanced focus on social-emotional well-being
  - Mental health consultation
  - Family strengthening and parent skills training
- **Dual Focus on Systems and Services**



# National Project LAUNCH Priorities

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1. Promote positive early childhood development, including positive parenting and violence-free homes.
2. Facilitate social connectedness and community engagement across the lifespan.
3. Provide individuals and families with the support necessary to maintain positive mental well-being.
4. Promote early identification of mental health needs and access to quality services.
5. Reduce/eliminate racial and ethnic health and well-being disparities.

# NJ & Essex Project LAUNCH Structure

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## **State Level Structure**

- DCF – FCP Lead
  - Project Director – Sunday Gustin
  - PLNJ State Coordinator/Young Child Wellness Expert – Andrea O’Neal
- DOH – FHS Co-Leader / Key Partner
  - Young Child Wellness (YCW) Partner – Anna Preiss

## **Local Level Structure**

- Essex Pregnancy & Parenting Connection (EPPC)
  - Prevent Child Abuse NJ – Local Project Director, Karen Benjamin
- Local Coordinator – Sara Lewis
- Integrated with EPPC “Central Intake”
- Essex County YCW Advisory Council

**PLNJ/Essex Evaluator** – Johns Hopkins University

# PLNJ Structure - continued

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- **State Level Alignment** with other key Early Childhood Initiatives
  - Early Learning Commission – DOE, DHS, DCF & DOH
  - EC Interdepartmental Workgroup – 4 core departments
  - NJ Council for Young Children (NJCYC)
  - Early Childhood Comprehensive Systems/Help Me Grow (ECCS/HMG)
  - Improving Pregnancy/Birth Outcomes (DOH)
  - Early Intervention System (DOH)
  - Communities of Care (SPAN)
  - And more...
- **Local Alignment**
  - EPPC Central Intake – Local Advisory Board (expansion)
  - DCP&P Partnership, Community and Parent Groups, and more...
  - Essex County Council for Young Children (Programs for Parents/SPAN)

# NJPL/Essex LAUNCH

## **New Jersey Project LAUNCH** *Linking Actions for Unmet Needs in Children's Health*

### **Urban Essex County Environmental Scan**



Completed By: New Jersey Department of Children and Families (DCF)  
Family & Community Partnerships /  
Sunday Gustin, Administrator of Early Childhood Services  
Andrea O'Neal, New Jersey Project LAUNCH Coordinator

Essex Pregnancy & Parenting Connection  
Prevent Child Abuse New Jersey  
Karen Benjamin, Essex LAUNCH Project Director

Submitted: February 1, 2014

## **New Jersey Project LAUNCH** *Linking Actions for Unmet Needs in Children's Health*

### **Urban Essex County Strategic Plan**



Completed By: New Jersey Department of Children and Families (DCF)  
Family & Community Partnerships  
Sunday Gustin, Administrator of Early Childhood Services  
Andrea O'Neal, New Jersey Project LAUNCH Coordinator

Essex Pregnancy & Parenting Connection  
Prevent Child Abuse New Jersey  
Karen Benjamin, Essex LAUNCH Project Director  
Sara Lewis, Essex LAUNCH Coordinator

Submitted: April 11, 2014



# Essex Project LAUNCH Programs and Initiatives - Newark, Irvington, East Orange, Orange

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## NJ Project Launch

- **Essex Parenting and Pregnancy Connections (EPPC)** - Essex County Central Intake – access and linkages to EC programs and services
- **Educating Physicians in the Community (EPIC)** - promotion of developmental screening within (5) Physician Practices
- **Promoting healthy social emotional development through Evidence Based Practices (EBPs):**
  - Montclair State University - Circle of Security, Zippy's Friends & Brazelton Touch points
  - Family Connections - Incredible Years
  - MCH Partnership - Active Parenting
  - La Casa de Don Pedro - Legacy for Children



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Karen Benjamin

Essex LAUNCH / Central Intake Project Director

Essex Pregnancy & Parenting Connection (EPPC)

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# Project LAUNCH Objectives

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Increase access to screening, assessment and referral to services for children and families

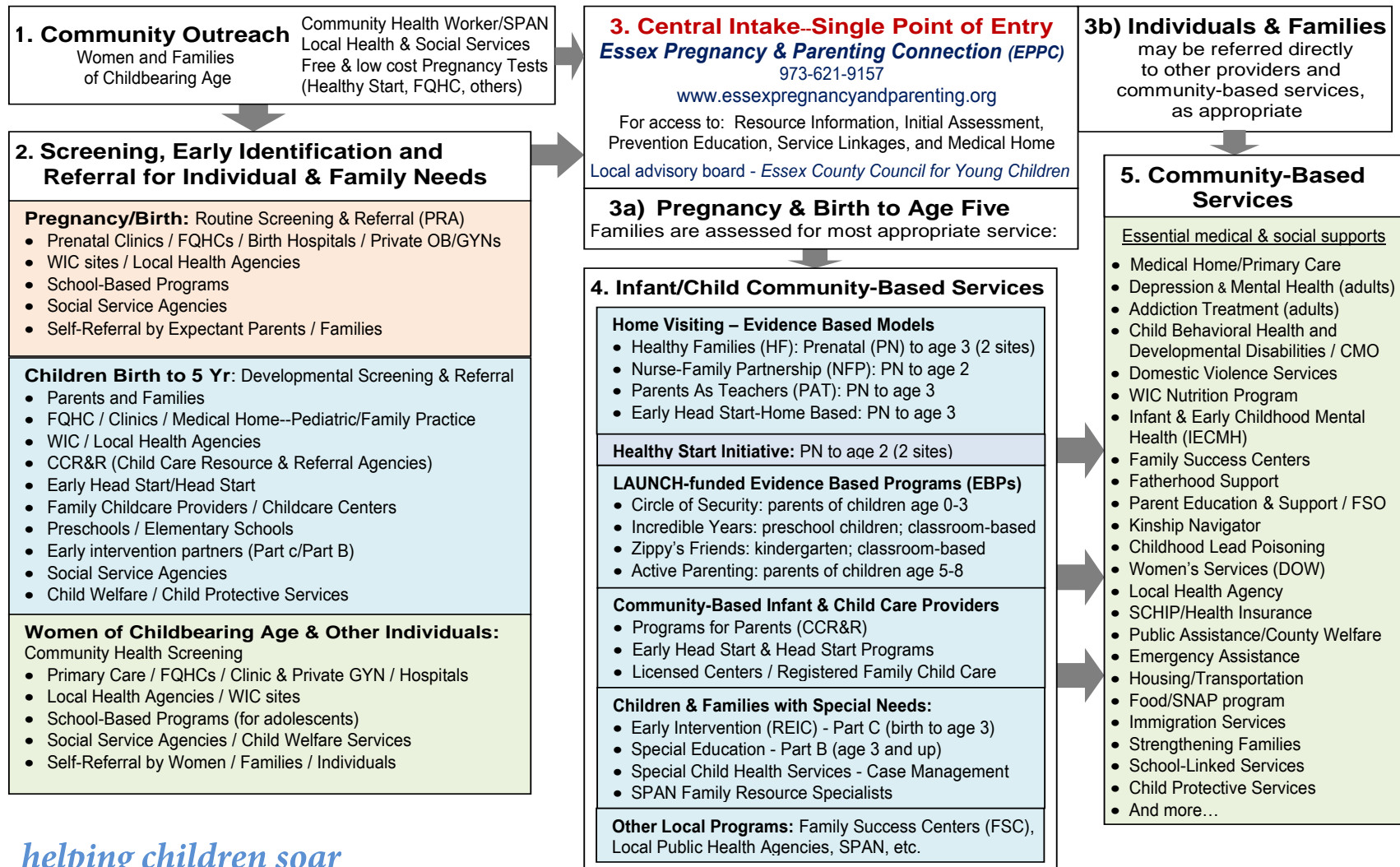
Expand use of culturally relevant, evidence-based prevention and wellness promotion practices

Increase integration of behavioral health into primary care

Improve coordination and collaboration across disciplines at the local, state, tribal, territorial and federal levels

Increase workforce knowledge of children's social and emotional development and preparation to deliver high-quality care

# Essex County Central Intake & Comprehensive System



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# Why is Central Intake Important?

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**Integrate health care, child care, education and family support services...** such as Home Visiting, Improving Pregnancy Outcomes, Help Me Grow, and Project Launch and other community-based services...

**Central tracking reduces duplication of services**

**Support families to...** improve prenatal care, birth outcomes, early learning, medical home, preventative care and other supports

**Strengthen communities to...** prevent Infant Mortality and Child Abuse & Neglect

# EBHV: How do families get services?

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## Systems-Building in New Jersey – Central Intake

- Increase prenatal referrals to reach families earlier (**voluntary**)
- Help local EBHV programs reach capacity
- Coordination between HV models & links to other services
- Eliminate duplication of services & use resources effectively

## Key Features:

- Local Coordinating Agency – Central Intake function
- Local Community Advisory Board (providers & participants)
- Universal Prenatal Risk Assessment (PRA)
- Core partners—prenatal / behavioral / health providers, EBHV, social services, early childhood (interagency agreements)
- Enables EBHV program staff to focus on home visiting
- Feedback loop for incoming and outgoing referrals

# Community-Based Referrals

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Medical Home/Primary Care	Family Success Centers	Emergency Assistance
Depression & Mental Health Treatment (adults)	Fatherhood Support Programs	Housing/Transportation
Addiction Treatment (adults)	Parent Education & Support	Food/SNAP program
Child Behavioral Health and Developmental Disabilities (CSOC - Perform Care)	WIC Supplemental Nutrition Program	Infant & Early Childhood Mental Health (IECMH)
Domestic Violence Services	Local Public Health Agency	Strengthening Families Protective Factors
Childhood Lead Poisoning	SCHIP/Health Insurance	School-Linked services
Immigration Services	Public Assistance thru County Welfare Agencies	Child Welfare/ Child Protective Services
	And more...	

# Putting Objectives into Action

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## Evidence-based prevention and promotion activities

- Address children/families at risk before problems emerge and build on strengths to promote resilience
- Measure well-defined outcomes for children and families

## Cross-training; workforce development; communications

- Ensure that all community members share a common knowledge of social/emotional development and a common vision for child wellness and quality services

## Cross sector collaboration and systems integration

- Partnerships across the federal, state/tribal/territorial and local levels
- Resources are shared, used efficiently, and aligned with LAUNCH strategic plans

## Family-centered and culturally competent practices

- Include families as partners and leaders
- Value the cultural and linguistic richness and diversity within communities

# Prevention and Promotion Strategies

Each grantee implements or expands evidence-based programs and practices in five key areas:

Screening and  
assessment in a  
range of child-  
serving settings

Integration of  
behavioral health  
into primary care

Mental health  
consultation in early  
care and education

Enhanced home  
visiting through  
focus on social and  
emotional well-being

Family  
strengthening and  
parent skills training

# Systems Integration Activities

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## SAMHSA

- Partners with ACF, HRSA, and CDC
- Develops additional governmental and private partnerships that mirror collaboration at the state/tribal and local levels

## Councils on Young Child Wellness

- Engages key players across child-serving systems
- Promotes coordination and collaboration among partners and all stakeholders

# Councils on Young Child Wellness

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1. Unite stakeholders at state and local levels, across the child-serving systems to create a shared vision of young child wellness
2. Bring together providers, parents, and other stakeholders to plan and oversee local implementation
3. Conduct an environmental scan to map existing resources, unmet needs, and areas for collaboration
4. Develop a strategic plan to prioritize goals and objectives, timelines, and benchmarks for success
5. Help ensure that programs address behavioral health disparities through strategic planning and implementation



Rev. Ronda Littleton-Johnson  
Essex County Council for Young Children Program Coordinator  
Programs for Parents



# Essex County Council for Young Children

## *Birth to 8 – Make It Great!*

Programs for Parents, Inc.  
Statewide Parent Advocacy Network (SPAN)  
Essex Pregnancy and Parenting Connection @ PCA  
Essex County College



*Funded by the  
New Jersey  
Department of  
Children & Families*

# Our Partners – Funders

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THE ESSEX  
PREGNANCY  
AND PARENTING  
CONNECTION



Statewide Parent  
Advocacy Network



NEW JERSEY DEPARTMENT  
OF CHILDREN AND FAMILIES

# What are County Councils for Young Children?

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## **New Jersey Receives \$43 million Race to the Top Early Learning Challenge Grant**

- Funding supports early education systems development
- Family Engagement and Health Connections
- Establish County-level parent led Councils for Young children

# Essex County Council for Young Children

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## The Vision

- General Council
- Steering Committee
- Local Councils - East Orange, Orange and Irvington, Balance of County

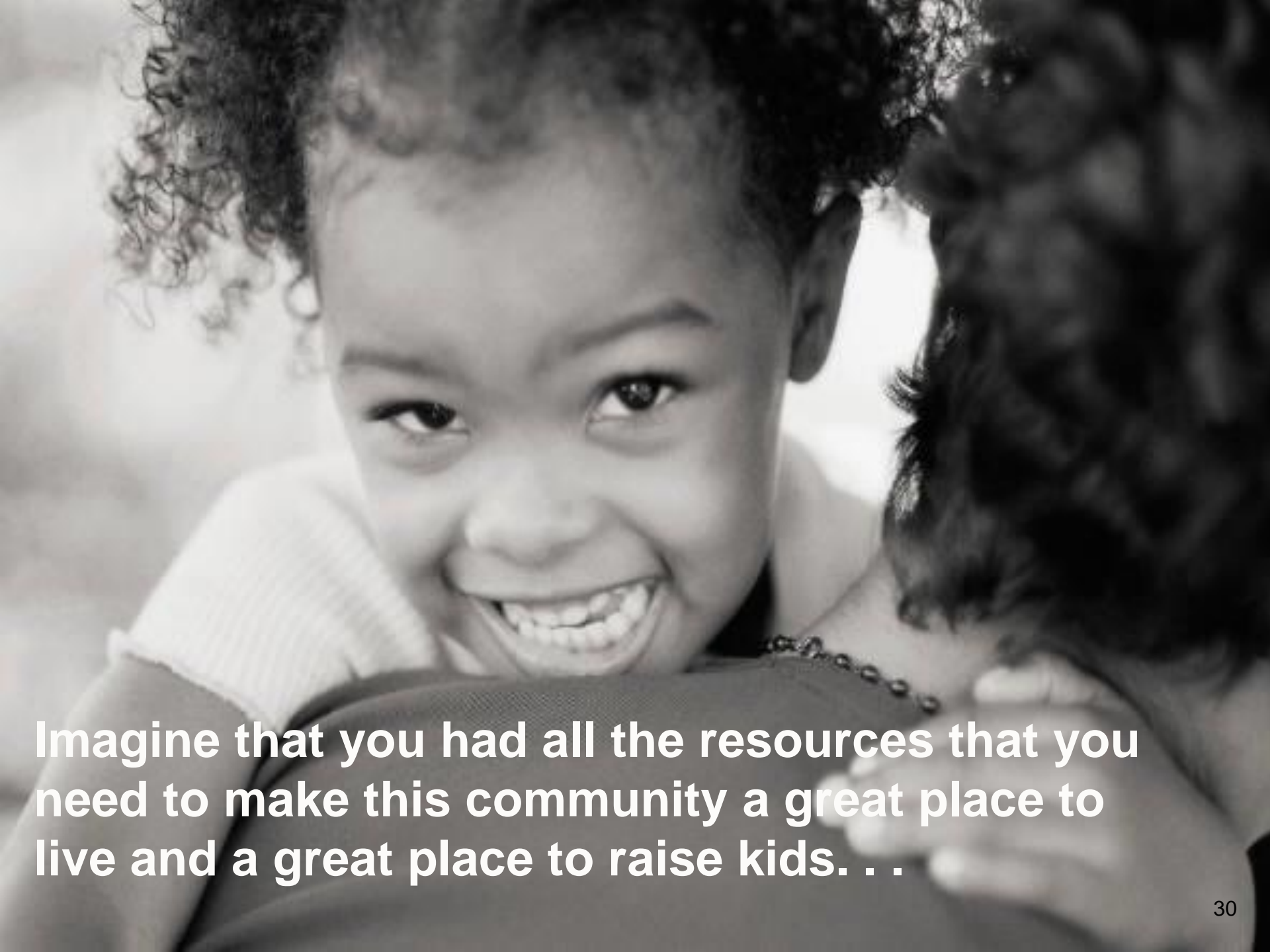


# Parent Leadership

**LEADERSHIP is a combination of Mindset, Behaviors, Skills, and a Cause.**

**LEADERSHIP is more an Attitude than it is a Position.**





**Imagine that you had all the resources that you need to make this community a great place to live and a great place to raise kids. . .**



# Doing the Work Together

- **Informing**
- **Networking**
- **Collaborating**
- **Transforming**



# “THE PARENT AS LEADER”



## Think About It

**What Role Can You as a Parent Play  
Within The Council?**



# STEERING COMMITTEE

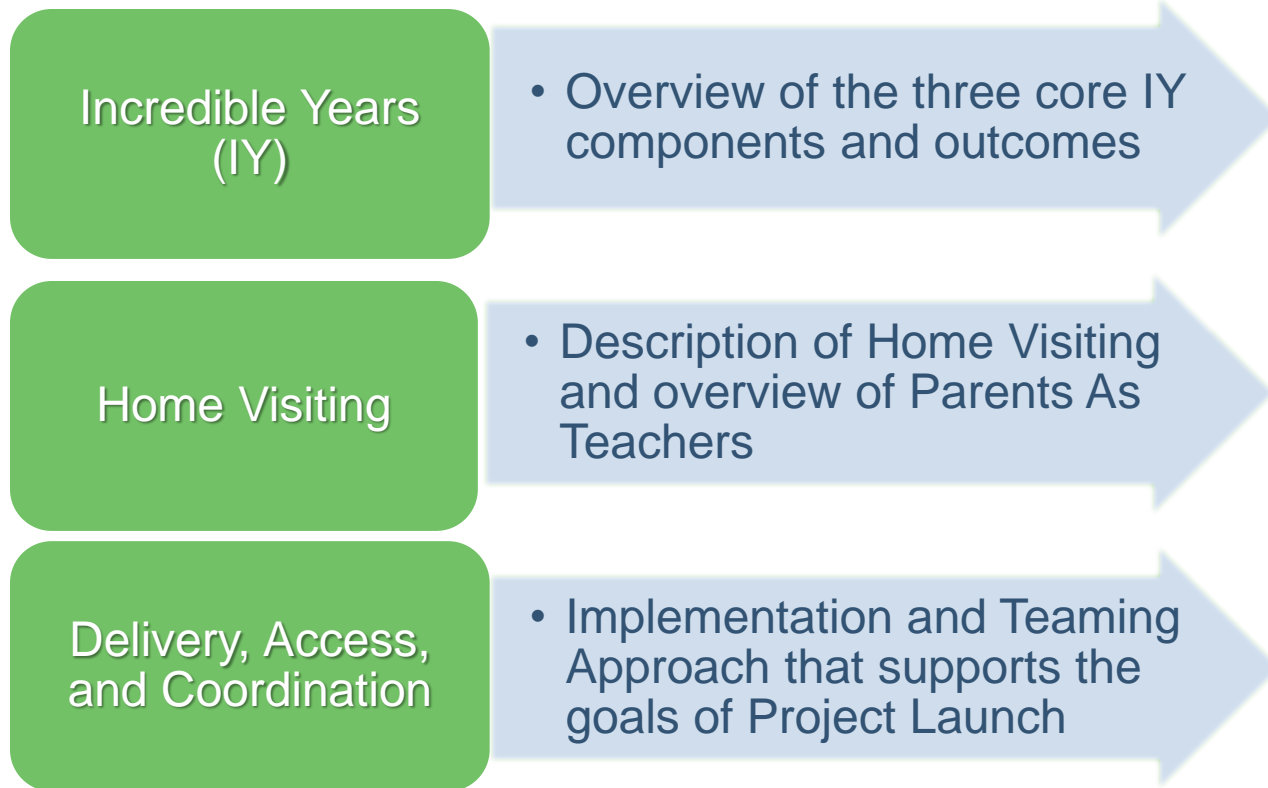




Krista Zuccheri  
Chief Operating Officer  
Family Connections



## Project Launch Evidence Based Practices

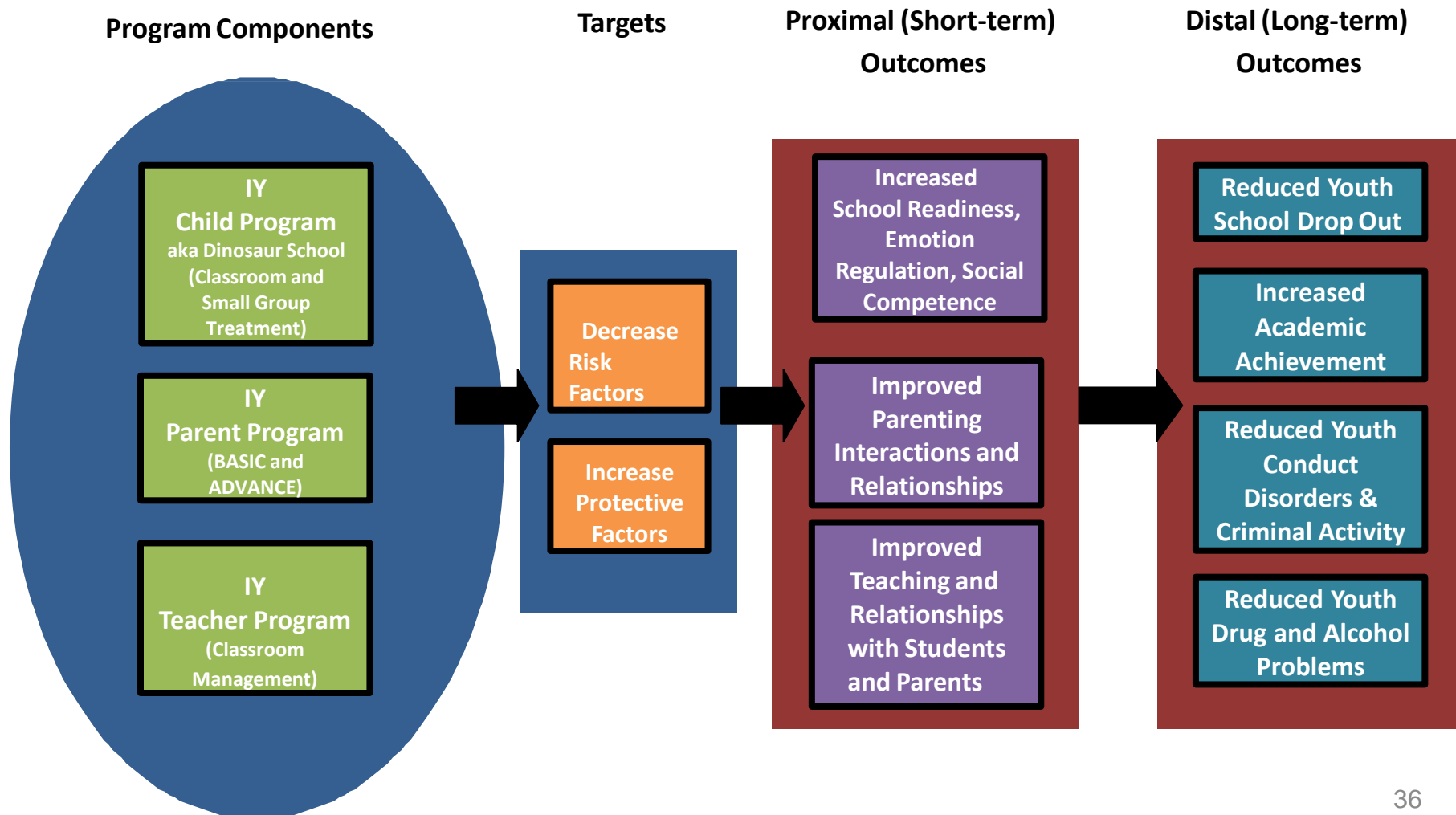


# The Incredible Years Parent, Child, and Teacher Programs

Program developed by Carolyn Webster-Stratton, Ph. D., Professor and Director of the Parenting Clinic at the University of Washington.



*Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University and Carolyn Webster-Stratton, Professor, University of Washington*



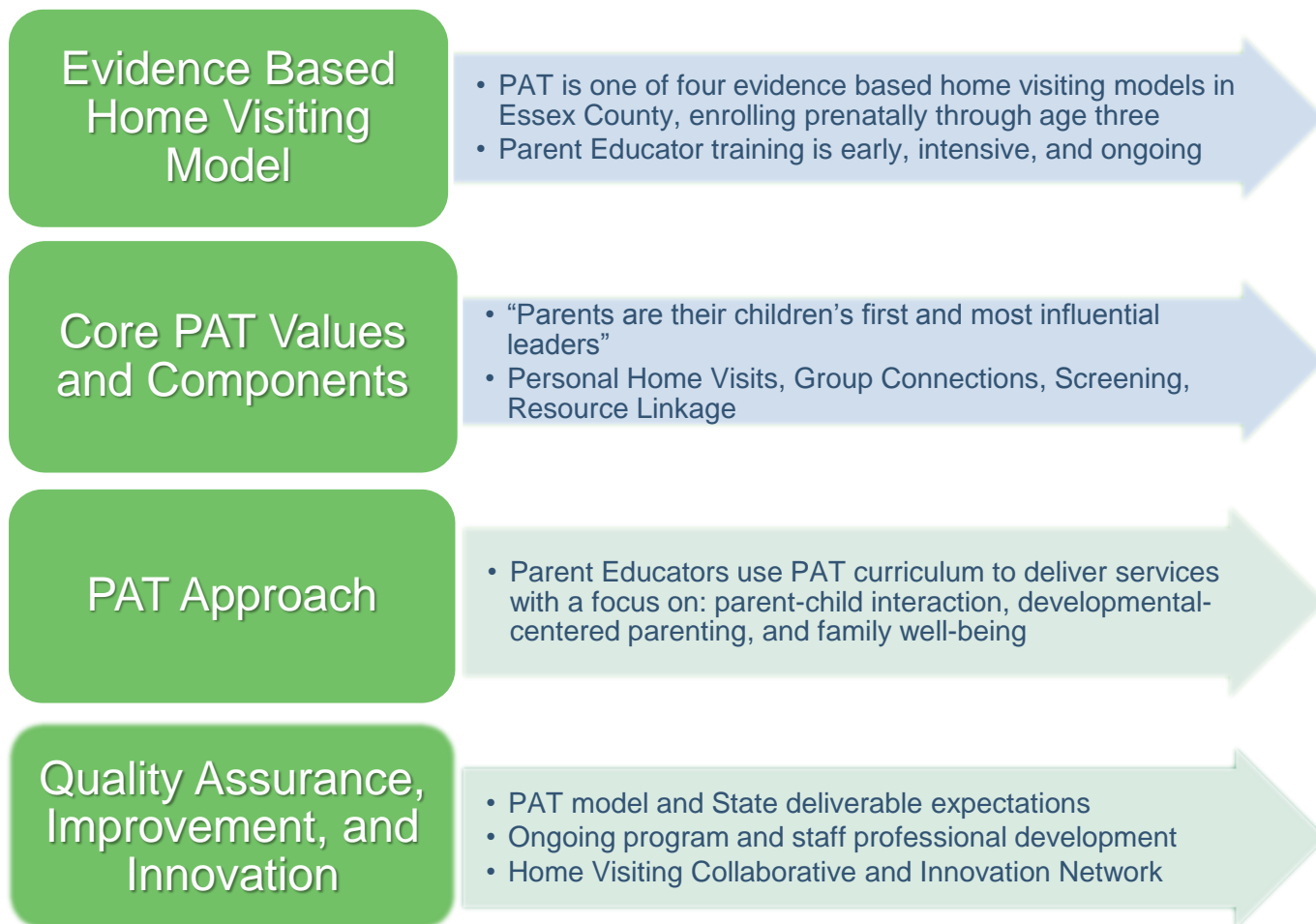
Evidence based programming with a primary delivery strategy of home visiting, on a voluntary basis to pregnant women and/or children from birth to age 5, and their families.

Outcomes focus on:

- improved maternal and child health;
- reduction in abuse and maltreatment;
- improvement in school readiness and achievement;
- early detection and intervention for developmental concerns;
- increase in family safety and economic self sufficiency;
- improvement in coordination and linkage to community supports and resources.

# Parents as Teachers (PAT)

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## PROJECT LAUNCH

# How are we supporting the goals of Project Launch?

### Teaming Approach

- Teaming and collaboration is a priority
- Communication and feedback across and from all stakeholders
- Shared goal(s)

### Implementation

- In-community, in-home, in-school,
- Language capacity (Creole, English, Spanish)
- Early empowerment, intervention, and support

### Sustainability and Spread

- Training and Coaching for Sustainability (i.e. Teacher Classroom Management Training)
- Skill Building and Knowledge
- Expansion and additional community locations



Dr. Manuel Jimenez

Assistant Professor of Pediatrics & Family Medicine and Community Health

Child Health Institute of NJ



# Adverse Childhood Experiences Studies

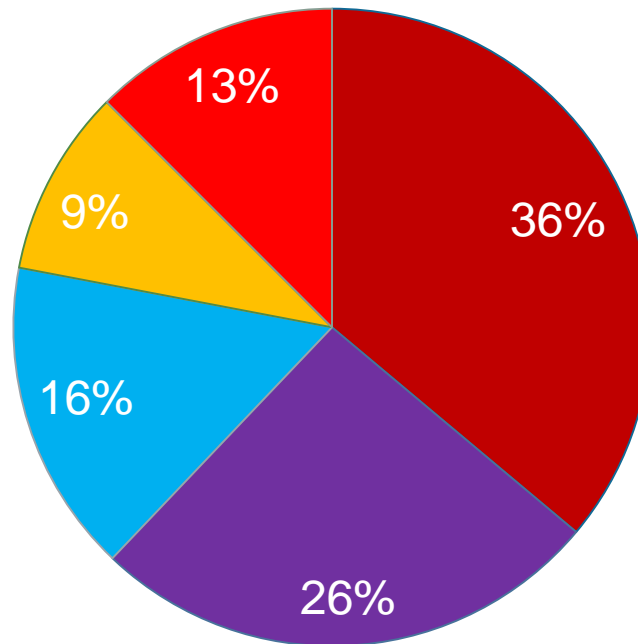
- Since 1999, several studies have demonstrated associations between adverse childhood experiences (ACEs) and poor health outcomes (Felitti, 1999)
- More recent studies link ACEs with poor school readiness and poor academic outcomes (Jimenez, 2015; Bethell, 2014)



# Prevalence of ACEs

## Number of Adverse Childhood Experiences

■ 0 ■ 1 ■ 2 ■ 3 ■ 4 or more



Source: <http://www.cdc.gov/violenceprevention/acestudy.html>

# Adverse Childhood Experiences

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## ACEs as defined by researchers

- Physical neglect
- Emotional neglect
- Physical abuse
- Emotional abuse
- Sexual abuse
- Mother treated violently
- Household substance abuse
- Household mental illness
- Parental separation or divorce
- Incarcerated household member

Felitti, 2010

# ACEs More Broadly Defined

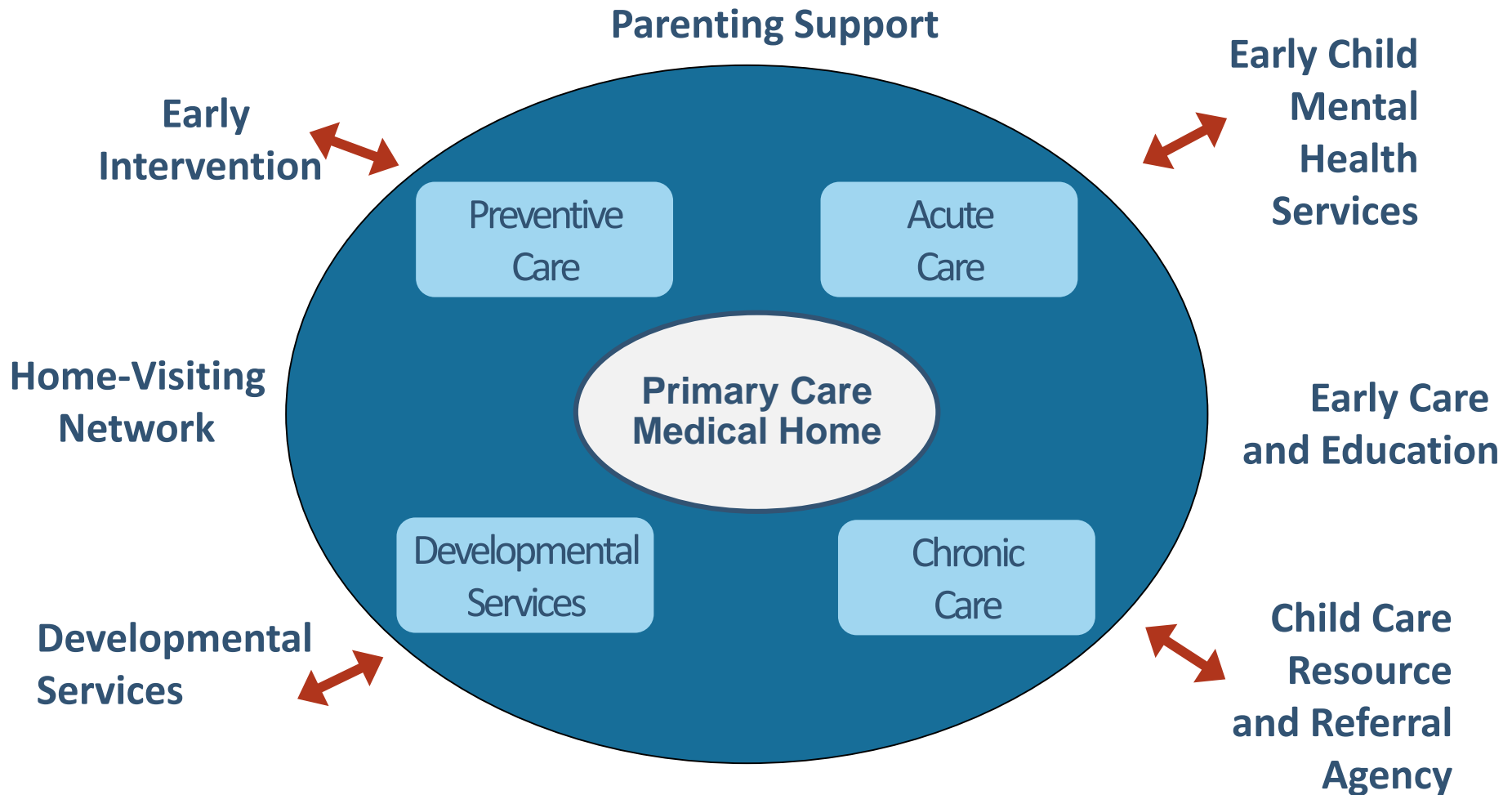
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ACEs as defined by youth in Philadelphia

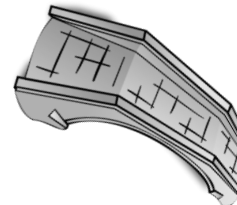
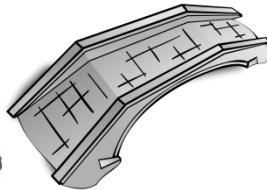
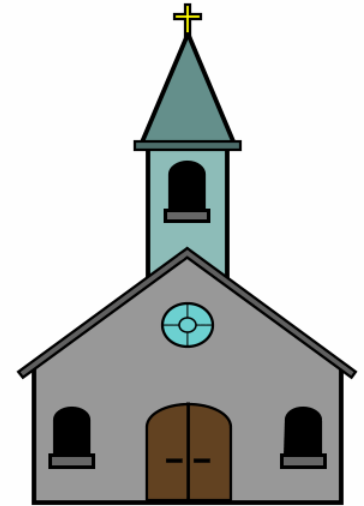
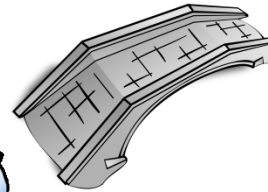
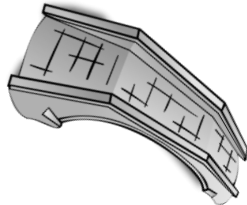
- Lack of parental love, support or guidance
- Death in the family
- Peer bullying
- Economic hardship
- Exposure to violence, adult themes and criminal behavior

Wade, 2014

# Medical Neighborhood



# Project Launch: Building bridges



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# Project Launch: Building a Medical Neighborhood in Essex County Meeting

**Help Me Grow**  
New Jersey

**Project LAUNCH:**  
Linking Actions for Unmet Needs in Children's Health  
Building a Medical Home Neighborhood in Essex County  
Dinner Meeting

Wednesday, October 1, 2014 ~ 6:00 - 9:00 PM  
The Metropolitan Room at the Newark Club  
One Newark Center, 22nd Floor, Newark, NJ 07102

**AGENDA**

6:00 - 6:30PM Networking & Exhibit  
Welcome from ASGA

6:30 - 6:50PM David Willis, MD, FAAP, Director of the Division of Home Visiting and Early Childhood Systems

6:40 - 6:50PM Opening Remarks  
Allison Blake, PhD, LSW, Commissioner of the New Jersey Department of Children and Families

6:50 - 7:00PM Welcome  
Adriana Brito, MD, MPH, Deputy Commissioner of Public Health Services, New Jersey Department of Health

7:00 - 7:45PM **Help Me Grow**  
Paul Dworkin, MD, FAAP, Founder: Help Me Grow; Executive Vice-President, Community Child Health Director, Office for Community Child Health, Connecticut Children's Medical Center

7:45 - 8:40PM Panel: Implementation of Developmental Screening Tools in the Patient-Centered Medical Home  
Manny Jimenez, MD, FAAP (SMVC); Paul Lucarelli, PhD (ASQ & ASQSE)  
Parent Advocate: Kasey Quillen and Henry Yigada (their routine use of a formal screen tool can make a difference)

8:40 - 8:50PM Streamlining Community Linkages in Essex County (General Inmate)

8:50 - 9:00PM Closing Remarks (NJDCF & NAAAP)

**PROJECT LAUNCH**

Project LAUNCH is funded by the NJ Department of Health & Human Services (NJDOH), Healthcare Access and Mental Health Services Administration (HAMHSA), and the New Jersey Department of Children and Families (NJDCF). Help Me Grow NJ is aligned with the Early Childhood Comprehensive System grant from the NJDOH Health Resources & Services Administration (HRSR).

**NEW JERSEY DEPARTMENT OF CHILDREN AND FAMILIES**  
**NJ Health**  
American Academy of Pediatrics

**Help Me Grow**  
New Jersey

**Project LAUNCH:**  
Linking Actions for Unmet Needs in Children's Health  
Building a Medical Home Neighborhood in Essex County  
Dinner Meeting

**WE THANK OUR EXHIBITORS**

**Brookline Publishing Co.**  
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www.brooklinepublishing.com

**Essex Pregnancy and Parenting Connection**  
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Newark, NJ 07102  
Phone: 973-621-0167  
www.essexpregnancyandparenting.org

**NJ Early Intervention Services**  
PAVED, LLC, LLC  
2333 Morris Avenue, Suite A-204  
Union, NJ 07080  
Phone: 908-644-2323  
www.njeps.org

**Partnership for the National & Child Health of Eastern NJ**  
50 Park Plaza, Ste 700  
Newark, NJ 07102  
Phone: 973-2462280  
www.partnershipnj.com

**Youth Consultation Services**  
60 Bergen Place, 12th floor  
East Orange, NJ 07026  
Phone: 973-375-8200  
www.ycs.org

**Catalyst for Change in Children Relief Fund Commission**  
28 West State Street  
Trenton, NJ 08625  
Phone: 609-262-0000  
www.catalystforchange.org

**New Jersey Chapter, American Academy of Pediatrics**  
285a Quakerbridge Rd, Suite 106  
Hamilton, NJ 08611  
Phone: 609-583-0014  
www.njchapter.org

**Project CHS: House New Jersey**  
103 Church Street  
New Brunswick, NJ 08901  
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www.projectchs.org

**Statewide Parent Advocacy Network**  
25 Halsey Street, 8th Floor  
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Phone: 973-644-1100  
www.stateparentadvocacy.org

**PROJECT LAUNCH**

**NEW JERSEY DEPARTMENT OF CHILDREN AND FAMILIES**  
**NJ Health**  
American Academy of Pediatrics



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# Pediatric Partnership Initiative Learning Collaborative

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# Success Stories

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“A mom in my practice was going through a lot; her child has learning issues and was having difficulties with school ... Their family was displaced due to damage to their home during Super Storm Sandy ... and then their home was robbed. SPAN advocates helped the mom navigate the school system and offered to accompany her to school meetings to discuss her child’s IEP. The child is doing well and recently won an award. His mother is happier and more confident. The learning session through PPI reinforced some of the community resources we knew were out there and gave us new ones to offer our patients.”

NJ Pediatrician

# Success Stories

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“I am now aware of multiple resources where I may refer my patients for mental health issues.”

NJ Pediatrician

“It’s so important to learn more about this. Years ago we didn’t spend any time on mental health and now it’s really something we’re seeing we have to work on . . . The resources you gave us are really helpful; we are using them to put together a resource binder for each of our offices so that we can refer to it to help our children and families.”

NJ Pediatrician



Dr. Gerard Costa

Clinical Mentor Director and Senior Lecturer Center for Autism and Early  
Childhood Mental Health College of Education and Human Services Principal  
Investigator, New Jersey Autism Center of Excellence Coordinating Center  
Montclair State University

## Highlight 5 Programs Center for Autism and Early Childhood Mental Health, **Project LAUNCH**

- ▶ Keeping Babies and Children in Mind (KBCM) curriculum
- ▶ Circle of Security
- ▶ Zippy's Friends
- ▶ Brazelton Touchpoints Model
- ▶ Pyramid Model



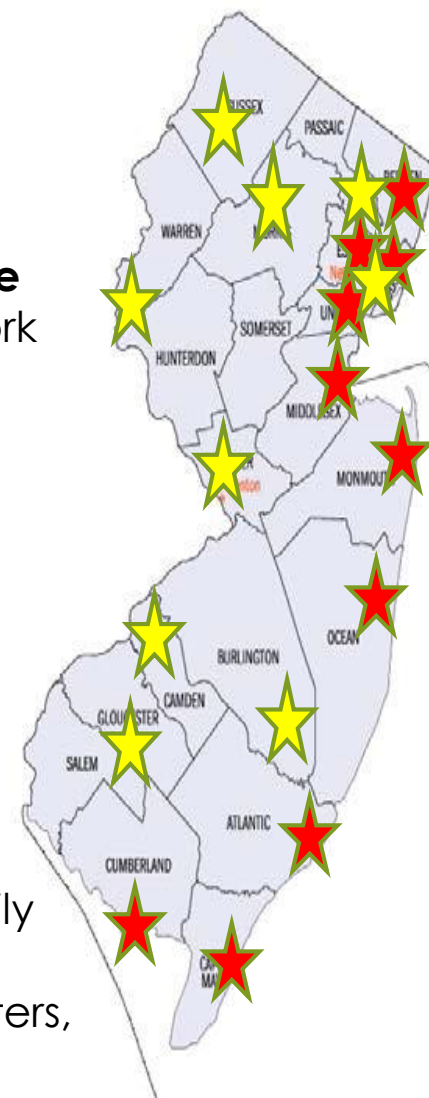
**MONTCLAIR STATE**  
UNIVERSITY

We work closely with the  
**The Essex Pregnancy & Parenting Connection  
(EPPC),**

the central intake unit, in outreaching to  
providers and families who can benefit from  
these programs!

# Keeping Babies and Children in Mind- KCBM SSBG through NJDCF

- **From May 2014 – December 2015** Center for Autism and Early Childhood Mental Health at Montclair State University offers a series of trainings for professionals who work with infants, toddlers, young children and their families (pregnancy thru age eight), initially in the 10 counties most affected by Superstorm Sandy, now statewide.
- **Trainings = 7 sessions- 3 hours/each; 24 hour reflective sessions**
- Financial support for IMH-E – Levels I and II
- **Staff from all sectors of public and private infant/child/school and family programs are invited to attend**, including home visiting, childcare centers, Early Head Start/Head Start, Early Intervention, family child care providers, preschools, Family Outreach Program, Parent Linking Program, Project TEACH, Family Success Centers, elementary schools, and child welfare offices.



# The “Keeping Babies and Children in Mind” – KBCM Curriculum

- ▶ Emerged from long history of involvement and investment
- ▶ Activated by IECMH response to Superstorm Sandy and CPS system
- ▶ Funded through state efforts – and SSBG from Superstorm Sandy, RTT-ELC and NJDCF Funding
- ▶ Aimed at multidisciplinary P-8 workforce
- ▶ Rooted in three necessities:
  - ▶ Integration of IECMH principles and practices into the nature of one’s professional work
  - ▶ Critical Importance of relationship-based intervention/service
  - ▶ Reflective Practices – and a “Community of Practice” (“Never alone”)

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# ZERO TO THREE

November 2013 Volume 34 No. 2

Journal of ZERO TO THREE: National Center for Infants, Toddlers, and Families



## Responding to Violence, Disaster, and Trauma

Understanding Historical Trauma  
and Colorism

Trauma-Informed Early  
Intervention

Early Childhood Policy  
Implications

Fostering Resiliency and Recovery

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## “Stronger Than the Storm”

*Keeping Infants and Young Children in Mind  
During the Response to Superstorm Sandy*

GERARD COSTA

KATHLEEN MULROONEY

*Montclair State University*

NICCI SPINAZZOLA

*Richard Hall Community Mental Health Center  
Somerset County, New Jersey*

Imagine the sounds of winds howling, the deafening sounds of strong rain hitting the roof and windows, then suddenly everything goes dark and cold as the power has been lost. Parents maneuvering through the house with flashlights and candles. The pounding of police and emergency responders at the door telling families to leave their homes. The panicked look on parents' faces as they try to pack up children, pets, and belongings, rushing to get to shelter before the roads all close. The overwhelming feeling of fear and worry about what will happen next.

Now imagine a week later, families still in temporary shelter at local schools or with family or friends—waiting to assess their damage, contact insurers and the Federal Emergency Management Agency (FEMA), and possibly get back to work—but without the child care supports they had been accustomed to because so many centers or providers have also been impacted by the damage. The fear and uncertainty experienced during the storm itself remain, now accompanied by growing frustration—some of which is triggered by the demands of a dependent and frightened young child or a baby who cries at the slightest noise of it all—the faces, sounds, smells, disruptions in routines, or changes in the way that Mommy talks, holds, and looks. These centers which have not withstood severe damage are trying to accommodate more children and families whom they do not know and who are in “triage” mode. Families and child care providers are operating at the levels of emotion and survival.

### What About the Babies?

THE DISASTERS ABOVE capture the effects that many experienced through Superstorm Sandy. While emergency preparation and response protocols, search and rescue, and search and recovery operations have been developed and rehearsed, as Selma Fraiberg often asked, “What about the babies?” Considering the examples shared above, it is important to look at how exposure to high levels of stress or trauma can affect families with infants and young children and can affect the systems of care designed to support families such as early child care, education, medical and hospital providers, and other social service and support networks. It is important to understand that Superstorm Sandy and the disaster event experienced afterward that storm encompassed not only hurricane and hurricane-force winds and flooding, but also an earthquake and a meteorite bringing snow and more rain. What might seem like a single

### Abstract

Superstorm Sandy hit the coast of New Jersey with deadly force causing hundreds of miles of coastline damage, loss of homes, property and road damage, and power outages throughout the region. Despite the state's strong disaster response network, most programs and responders have little background in supporting the needs of infants and very young children in the wake of natural disasters. Likewise, support for early child care centers and family care providers needed to become a greater priority in large-scale response. The Center for Autism and Early Childhood Mental Health at Montclair State University and the New Jersey Association for Infant Mental Health took the lead in convening key stakeholders throughout New Jersey and Early Head Start/Head Start to provide awareness building, training, and referrals targeting very young children. This article outlines the need for a special focus on infants and young children after a disaster and the efforts in New Jersey to engage messaging around the needs of infants, toddlers, and their caregivers in the face of the storm.

# Goals of KBCM

- ▶ To “raise the floor” of knowledge and practice for all who work with infants, toddlers, children and families.
- ▶ To emphasize the interpersonal process – especially affect, gesture, movement, pacing, voice – in promoting human development AND in responding to infants, children and families surrounding trauma.
- ▶ To provide core knowledge in 7 critical domains of “knowing”
- ▶ To promote “transformative” thinking and acting in participants.



# Objectives of KBCM

- ▶ To deliver 21 hour workshop series to at least 1000 participants in the 10 coastal counties most affected by Superstorm Sandy.
- ▶ To offer 9 statewide “Reflective Practice” series (each twelve, 2-hour sessions) to participants of KBCM.
- ▶ To promote applications to the newly adopted NJ-AIMH Competency Guidelines and Endorsement System ([www.nj-aimh.org](http://www.nj-aimh.org))

# 21 Hours Series

Seven, 3-hour sessions

1. In the Beginning: What Happens Early Matters
2. Infant and Early Childhood Development
3. The Language of Behavior
4. Encountering Early Stress and the Power of Meaningful Connections
5. Relationship-based Practices
6. Me, My Family, My Community
7. Reflective Practices: Caring for Ourselves

# KBCM by the numbers

- ▶ 1,860 unduplicated individuals participated in the series
- ▶ 65% of all participants (1,200) attended 4 or more workshops
- ▶ 40% (735) attended the entire series of 7 workshops
- ▶ 374 respondents completed Pre-Post Surveys
- ▶ 226 respondents of these respondents completed a “Follow-up” survey (between 2 and 4 months post series)
- ▶ 1,294 respondents completed a demographic questionnaire

# Demographic Profile

(n=1,294)

Selected

- ▶ 23% had a CDA
- ▶ 15% had a teacher certification
- ▶ 27% had HS or GED
- ▶ 24% work or have worked in home visitation
- ▶ 20% work or have worked in EI
- ▶ 10% work or have worked in EHS/HS
- ▶ 25% serve prenatal/pregnant families
- ▶ 61% work with infants
- ▶ 65% work with toddlers
- ▶ 59% work with preschoolers
- ▶ Average experience: 12.3 years

# Data Collection Tools

- ▶ Pre-post survey for those who completed all 7 workshops, with 42 items, in 10 areas, assessing knowledge, confidence and comfort in practice, using a 7 point scale (1= strongly disagree and 7= strongly agree) (Modeled after a 2007-8 Infant and Toddler Mental Health Training, Univ. of Ca., Infant-Parent Program, San Francisco)
- ▶ 5 open-ended questions/comments.
- ▶ 14-item demographic/state data questionnaire
- ▶ 7-item Follow-up Survey (2-4 months post series), rating and narrative section.

# 10 Categories in the Pre-Post Survey

1. Infant Mental Health Guiding Principles
2. Early Brain Development
3. Infant and Early Childhood Development
4. Behavior and Emotion in Young Children
5. Developmental Context of Stress and Trauma
6. Relationship-based Practice
7. How Culture Influences Social & Emotional Development.
8. Rituals and Routines
9. Efficacy of Practice
10. Coordination and Referrals

# Selective Results

- ▶ Post series ratings were significantly higher than pre-series at  $p < .05$ , using paired t-tests, ON ALL 42 items.
- ▶ Respondents were more confident in skills and understanding in the 10 areas examined in the survey.
- ▶ Almost all (99%) of the Follow-up Survey indicated that KBCM training series helped them to improve parent-child interactions. 58% responded that the training helped them “a lot”.
- ▶ Almost all (99%) indicated that KBCM helped them address the mental health needs of infants, toddlers and young children, with more than half (51%) reporting that the training helped them “a lot”.
- ▶ Over 100 IMH Endorsements through KBCM and growing!

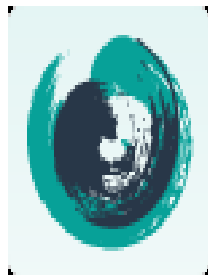
# Next

- ▶ KBCM continues and has expanded statewide
- ▶ Funded for 2016 and.....
- ▶ Integrated with Pyramid Model work in NJ and the TA/Grow NJ Kids (QRIS) system unfolding in NJ.
- ▶ IMH Endorsements are growing
- ▶ Part of a growing IECMH system in NJ!



# Center for Autism and Early Childhood Mental Health at Montclair State University

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## Circle of Security

*Early Intervention Program for Parents & Children*

*The 4- Day Training was offered to 42  
infant and early childhood providers in  
Irvington, Orange, East Orange and  
Newark in March 2015*

# Center for Autism and Early Childhood Mental Health at Montclair State University

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## Circle of Security

**This seminar trains professionals in the use of an 8 chapter DVD to use in the education of caregivers in infant and early childhood settings (0-8).**

Attendance is limited to professionals who either currently or in the near future are in a capacity to provide this training to parents in their centers and communities. The material presented provides examples of problematic parent/child interactions in the age range of zero to five years, healthy caregiving options, and animated graphics that are designed to clarify the principles that are fundamental to COS©.

Circle of Security Parenting © utilizes decades of attachment research in an accessible process to use in a variety of settings such as group settings, home visitation, and individual counseling.

# Thanks to: Circle of Security

- ▶ Kent Hoffman
- ▶ Glen Cooper
- ▶ Burt Powell
- ▶ Robert Marvin

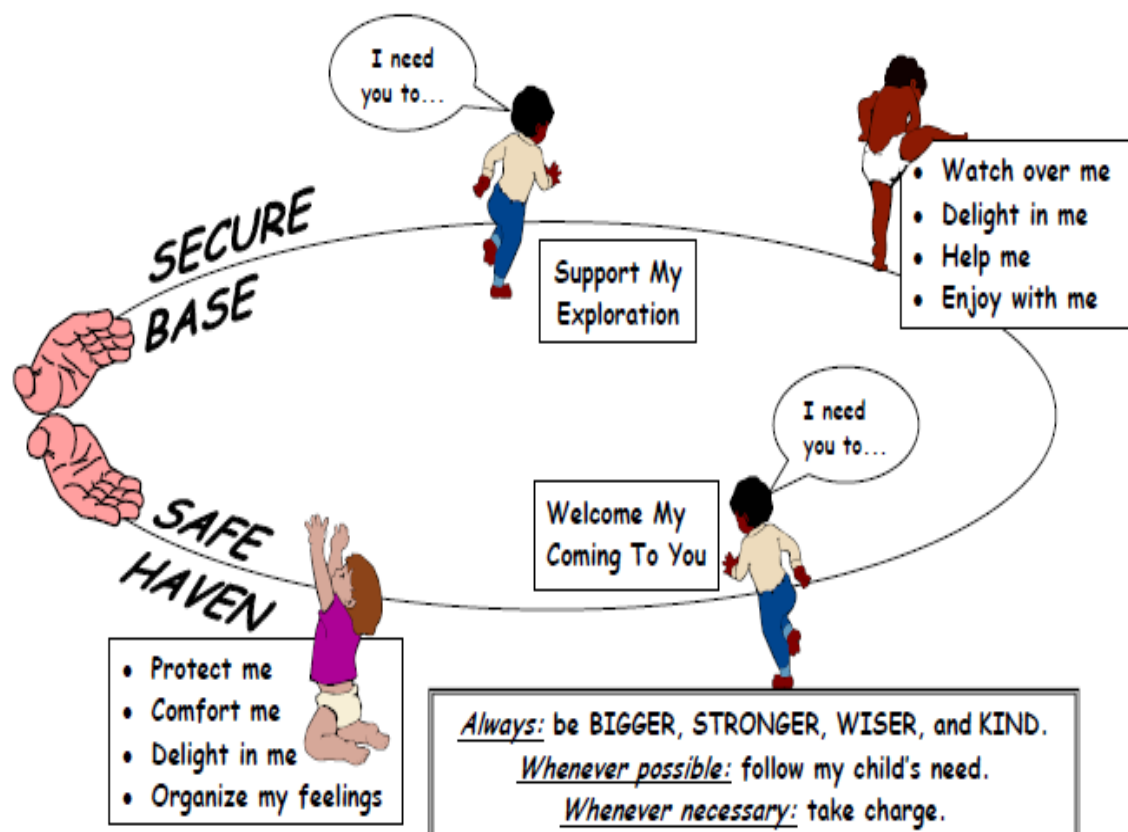


Spokane,  
Washington

- ▶ <http://circleofsecurity.net/about-us/originators-and-trainers/>
- ▶ Jude Cassidy, Ph.D. – Research- University of Maryland

# CIRCLE OF SECURITY

PARENT ATTENDING TO THE CHILD'S NEEDS





Partnership for  
*Children*



*Center for Autism and Early  
Childhood Mental Health*

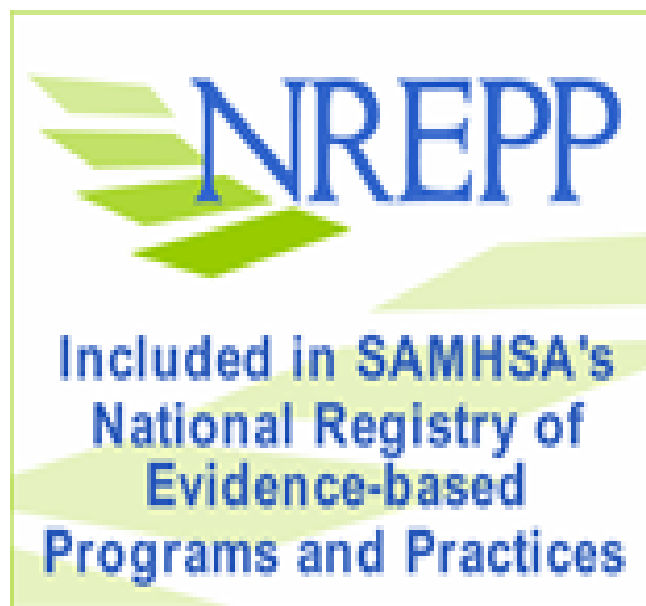
# What is *Zippy's Friends*?

- ▶ Zippy's Friends is
  - ▶ an International, school-based, mental health promotion curriculum for five to seven year olds, involving 24 lessons or modules organized into six themes.
  - ▶ The modules, taught by regular classroom teachers, are built around a set of stories involving "Zippy", a stick figure, and his friends.
  - ▶ Each educator receives a full packet with complete materials necessary to teach the program, including detailed lesson plans, colorful pictures and cards, and parent/family materials.

# Zippy's Friends

Three international studies  
have confirmed the  
remarkable benefits of the  
curriculum, which has been  
endorsed by the  
*World Health Organization*  
(WHO) and,

# Zippy's is enlisted in SAMHSA *National Registry for Evidence-based Programs and Practices*



<http://nrepp.samhsa.gov/ViewIntervention.aspx?id=271>



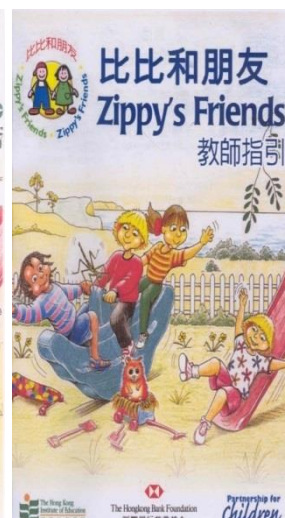
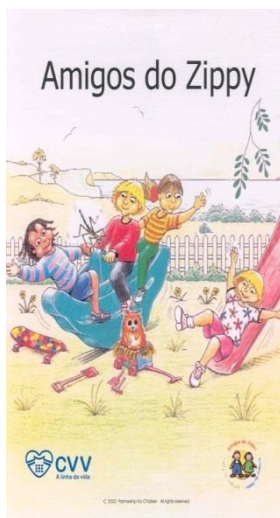
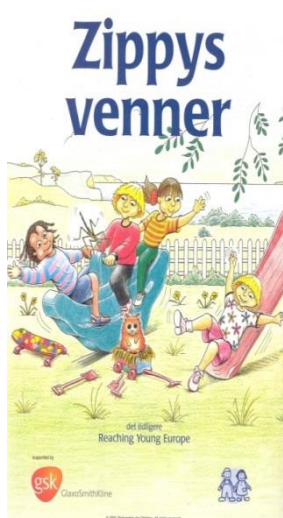
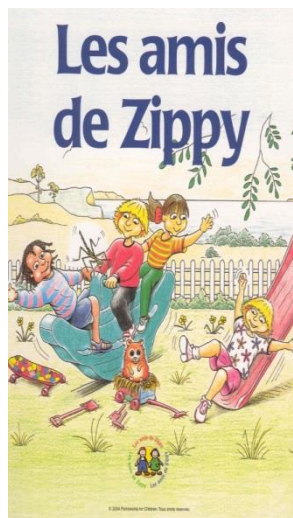
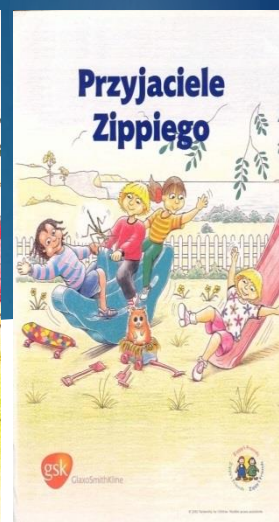
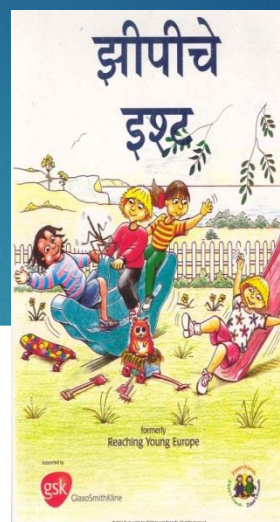
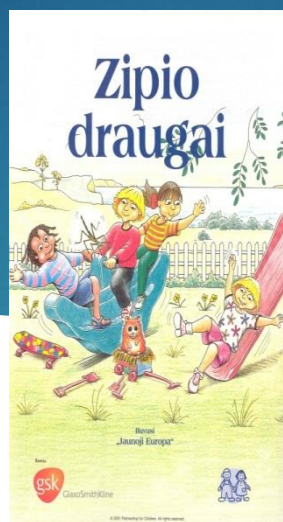
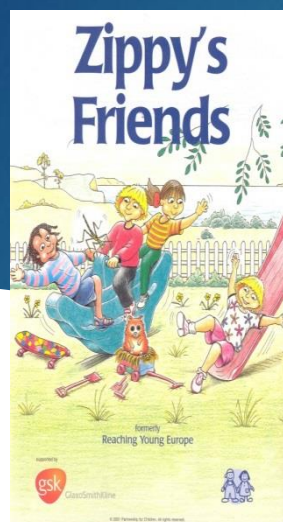
# Zippy's Friends

## 6 Themes

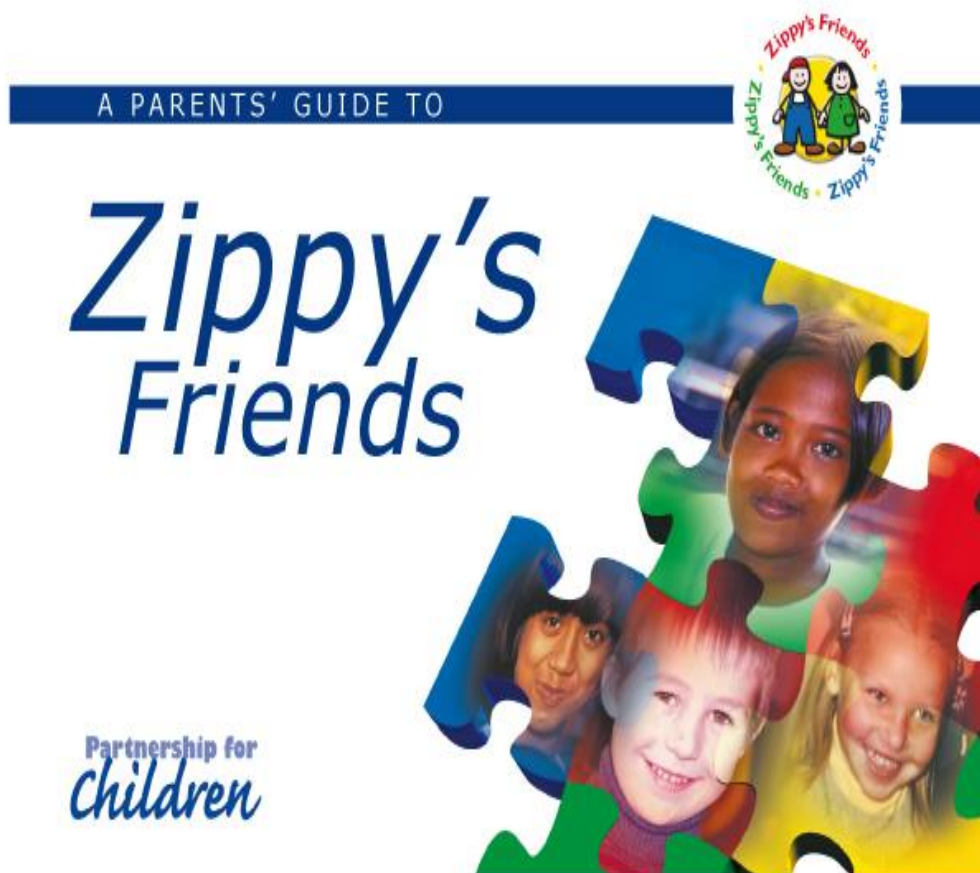
- ▶ Feelings
- ▶ Communication
- ▶ Making and Breaking Relationships
- ▶ Conflict Resolution
- ▶ Dealing with Change and Loss
- ▶ We Cope

- ▶ The curriculum is designed to help children develop coping and social skills, and so has a particular relevance for children who are particularly disadvantaged or who may have mental and emotional difficulties.
- ▶ However, the program was designed from the outset to be suitable for use with all children, and most classes are in typical school settings, as part of efforts not to treat illness but to promote health.

- ▶ *Zippy's Friends* was developed by the Partnership for Children in the United Kingdom ([www.partnershipforchildren.org.uk](http://www.partnershipforchildren.org.uk)) and is currently operating in more than 30 countries.
- ▶ **The CAECMH at Montclair State University is the sole licensed provider of *Zippy's Friends* in the United States.**



# Parent's Guide







# Zippy's Friends in NJ

- ▶ Alpine
- ▶ Closter
- ▶ **East Orange**
- ▶ Hackensack
- ▶ **Irvington (coming)**
- ▶ **Newark**
- ▶ New Milford
- ▶ Nutley
- ▶ **Orange (coming)**
- ▶ Paterson
- ▶ Ridgefield Park
- ▶ River Edge
- ▶ Teaneck
- ▶ Tenafly
- ▶ Wallington
- ▶ Children's Aid and Family Services, Paramus

LAUNCH  
Site

# Brazelton Touchpoints Model



Artist: Juli, age 6



# WHAT IS THE TOUCHPOINTS MODEL?

A training model for professionals around key points in a young child's development.

It emphasizes **prevention** through **anticipatory guidance** and development of **relationships** between parents and providers.

# WHAT ARE TOUCHPOINTS?

**“Touchpoints”** are predictable periods of disorganization in a child’s development that can disrupt family relations, but can also provide an opportunity for providers to connect with parents.

# WHO BENEFITS FROM THE TOUCHPOINTS MODEL?

- ▶ The **provider**:
  - ▶ enhanced information
  - ▶ strategies for parent relationships
- ▶ **Parents** working with Touchpoints trained providers:
  - ▶ anticipates frustrating but normal phases
- ▶ **Children** in the care of Touchpoints trained Providers:
  - ▶ grow up in a more sensitive environment
- ▶ The **community**:
  - ▶ gives a more seamless system of care

Pregnancy  
Newborn  
3 Weeks  
6-8 Weeks

## TOUCHPOINTS

4 Months  
7 Months  
9 Months  
12 Months  
15 Months  
18 Months  
2 Years  
3 Years  
4 Years  
5 Years

# The BTC Training is Designed for

85

## Professionals in

- ▶ Infant –toddler-parent Programs
- ▶ Early Care and Education
- ▶ Early Head Start/Head Start
- ▶ Early Intervention
- ▶ Home Visitation Programs:
  - ▶ Nurse-Family Partnership,
  - ▶ Health Families,
  - ▶ Parents as Teachers
- ▶ Health, Mental Health and Social Service Programs

# Individual Level Training for Professionals

- ▶ The Brazelton Touchpoints Approach is a 3 day interactive seminar that is designed to strengthen work with families by connecting around key points in the development of young children. By helping parents identify and expect bursts and regressions in child behavior (the “Touchpoints”), professionals can reduce parental frustration and self-doubt while fostering the parent’s enjoyment of their child and parenting skills. In the process, the relationship between the provider and the family is strengthened.
  - ▶ Brazelton Touchpoints Certificate Awarded
    - ▶ Continuing Education Units
    - ▶ All materials included
- ▶ 6 Monthly follow up Reflective Practice sessions

# The Pyramid Model

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<http://csefel.vanderbilt.edu/>

# The Pyramid Model

## CSEFEL

The **Center on the Social and Emotional Foundations for Early Learning (CSEFEL)** is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL was a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

Housed at Vanderbilt University, it remains as the Pyramid Model following the end of the CSEFEL funding.



# To promote the Pyramid Model throughout New Jersey

- ▶ In 2015- A Cadre of 12 Master Trainers are being trained in the Pyramid Model. This includes targeted education in four domains:
  - ▶ Infants
  - ▶ Preschool
  - ▶ Families
  - ▶ Coaching
- ▶ They will work with the new Training Academy Integrating the model into state systems
- ▶ Developing a system of tracking endorsed sessions and trainers
- ▶ Establishing funding sources for the initiative



## Introduction to the New Jersey Association for Infant Mental Health Endorsement System (NJ-AIMH IMH-E®)

*ENDORSEMENT FOR CULTURALLY SENSITIVE,  
RELATIONSHIP-FOCUSED PRACTICE  
PROMOTING INFANT MENTAL HEALTH*

# The New Jersey Association for Infant Mental Health (NJ-AIMH)

- ▶ The New Jersey Association for Infant Mental Health is the statewide organization for multidisciplinary professionals who work to support the relational and emotional development of families from pregnancy through early childhood.
- ▶ We promote the formation and development of multidisciplinary professionals in this field, create supportive partnerships with families, and collaborate with state-wide stakeholders to advance policies towards the betterment of infants, toddlers, young children and their families in New Jersey.

# NJ-AIMH Endorsement – How did we get here?

- ▶ Preceded by many years of advocacy and awareness within the state on the importance of the social/emotional foundations of early learning and development
- ▶ In 2012-2013, the NJ Council for Young Children, Infant and Early Childhood Mental Health committee, included the adoption of an IMH endorsement system in the strategic plan.
- ▶ In 2013, the NJ-AIMH chose the endorsement system developed by the Michigan Association for Infant Mental Health, and adopted in 17 other states (League of States).
- ▶ In 2013, the NJCYC funded the purchase and licensing of the Michigan IMH-E Competencies and Endorsement for NJ.

# What is the intent of Endorsement?

- ▶ The intent of the NJ-AIMH Endorsement (IMH-E®) is to recognize and document the development of infant and family professionals within an organized system of culturally sensitive, relationship-based, infant mental health learning and work experiences.

**Four Levels  
of the New Jersey Association for Infant Mental Health  
Culturally Sensitive, Relationship-focused Competency  
Guidelines and Endorsement System for Work with  
Infants, Toddlers, Children, Parents, Other Caregivers and  
Families.**

<b>(Level I)</b>	<b>(Level II)</b>	<b>Level III)</b>	<b>(Level IV)</b>
<b>Infant Family Associate</b>	Infant Family Specialist	Infant Mental Health Specialist	Infant Mental Health Mentor

NJ-AIMH IMH-E®:  
Contributing to the quality of  
services for infants/toddlers and  
families in New Jersey



**New Jersey Association for Infant  
Mental Health**

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**[info@nj-aimh.org](mailto:info@nj-aimh.org)**

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# Closing Comments

▶ Three Clips



***Babies are Smarter  
Than You Think!***



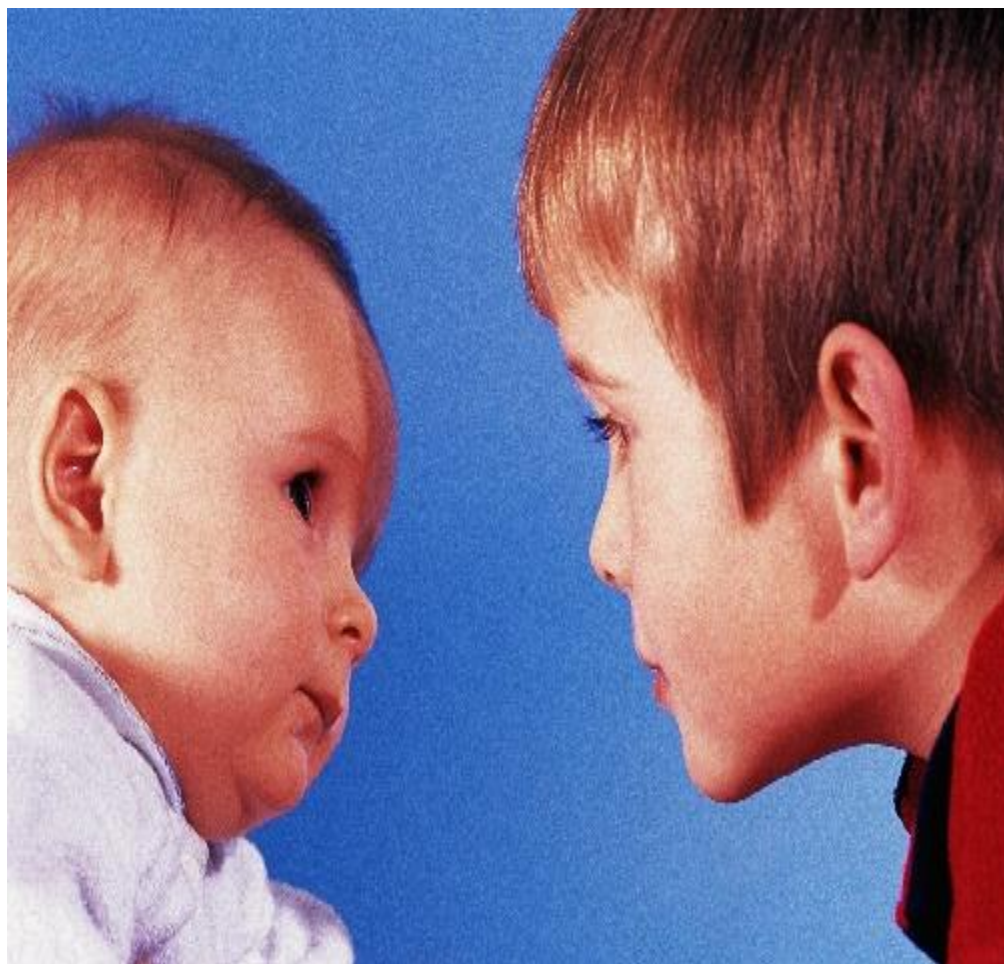






***So remember:***





**Center for Autism and Early  
Childhood Mental Health  
Montclair State University  
College of Education and Human Services**

104

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# Concluding Thoughts

- Coordination of activities across all sectors to maximize impact & reduce duplication
- Focus on diverse family leadership & targeting diverse families & family-serving organizations
- Ensure linkages with physicians and other healthcare providers
- Creation of policies & protocols to address gaps & ensure consistency in access to effective screening
- Development & dissemination of NJ-specific tools & resources to meet identified needs



# LAUNCH Cross-Site Evaluation

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## Major research questions:

1. Does Project LAUNCH reduce risk and improve protective factors in the community?
2. What are the improved physical, social, emotional, and behavioral health outcomes of children 0 - 8?
3. Is there a well-coordinated, sustainable early childhood system in place?
4. Did NJPL and Essex LAUNCH reduce differences in access, service use, and outcomes within identified subpopulations?

# Sustaining Practices

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- Project LAUNCH creates partnerships between the state, and local communities
- Strategies are carefully selected to lead to large-scale, system-wide improvements
- Practices are designed to live beyond the life of the grant

# Contact Information

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Montclair State University

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# Learn More about



PROJECT LAUNCH

Visit:

<http://www.healthysafechildren.org/content/project-launch>

Project LAUNCH Strategic Plan:

<http://www.state.nj.us/dcf/providers/notices/NJ.DCF.Project.Launch-Urban.Essex.County.Strategic.Plan.pdf>

# References

- Office of Early Childhood: <http://www.state.nj.us/dcf/families/early/>
- Council for Young Children Project LAUNCH:  
<http://www.state.nj.us/education/ece/njcyc/committees/infant/sub/wellness/njpl.shtml>
- Help Me Grow: <http://www.helpmegrownational.org/index.php>
- Grow NJ Kids: <http://www.nj.gov/humanservices/dfd/programs/child/grow/>
- Statewide Parent Advocacy Network (SPAN): <http://www.spanadvocacy.org/node>
- The Incredible Years website: [www.incredibleyears.com](http://www.incredibleyears.com)
- Active Parenting website: <http://www.activeparenting.com/>
- Circle of Security website: <http://circleofsecurity.net/>
- Zippy's Friends website: [www.partnershipforchildren.org.uk](http://www.partnershipforchildren.org.uk)
- Keeping Babies and Children in Mind (KBCM) is a foundational training for NJ's Infant Mental Health Endorsement (EBP):  
<http://www.montclair.edu/cehs/academics/centers-and-institutes/autism/iecmh-training-project/>
- Home Visiting Definition [www.hrsa.gov](http://www.hrsa.gov)
- Healthy Families America (HFA) - [www.healthyfamiliesamerica.org](http://www.healthyfamiliesamerica.org)
- Nurse-Family Partnership (NFP) - [www.nursefamilypartnership.org](http://www.nursefamilypartnership.org)
- Parents As Teachers (PAT) - [www.ParentsAsTeachers.org](http://www.ParentsAsTeachers.org)
- Head Start Office of the Administration for Children and Families Early Learning and Knowledge Center (ECLKC) --  
<http://eclkc.ohs.acf.hhs.gov/hslc>



PROJECT LAUNCH

*helping children soar*

# Questions ?

